

# Sir Roger Manwood's School



## SEN & Disability Policy SEN Information Report

**Date of Approval: May 2019**

**Next Review: May 2021**

## **Key contact personnel in School**

Designated Senior Leader (SENCo): D Thomas

Designated AENCo: A Carnt

Named AEN Governor: L Gorringe

All staff should have access to this policy and agree to read and understand its content.

## 1. Introduction

This policy is written in line with the requirements of:-

Special Educational Needs and Disability Code of Practice: 0-25 years, January 2015

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy will be reviewed biannually.

### Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Special Educational Needs and Disability Code of Practice: 0-25 years, January 2015, p15-16)

### Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

## 2. Purpose

### 2.1 The kinds of special educational need for which provision is made at Sir Roger Manwood’s School (SRMS)

At SRMS we aim to make provision for frequently occurring special educational needs without an Education, Health and Care Plan, such as dyslexia, dyspraxia, speech and language needs, autism, social, emotional and mental health difficulties and sensory and physical impairments. For other kinds of special educational need which do not occur as frequently and with which the school is less familiar, we aim to work closely with individuals and their families to access training and advice in order to meet these needs.

For those pupils with an Education, Health and Care plan decisions regarding admission and provision are made by the Local Authority which liaises with the school.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## **2.2 Information about the policy for identification and assessment of pupils with SEN**

At SRMS we monitor the progress of pupils a minimum of 3 times a year to review their academic progress. We also use a range of assessments with pupils at various points e.g. Year 7 and 9 Literacy Testing.

Where progress is not sufficient, even if on special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support include: group or one-to-one support, counselling, anger management, social skills, timetable adjustments, LSA support in lessons.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. In addition we have access to external advisors e.g. Hearing Impaired Specialist teacher as appropriate.

The purpose of a more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. This will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

## **2.3 Information about how SRMS makes provision for pupils with special educational needs whether or not they have EHC Plans, including**

### **2.3a How the school evaluates the effectiveness of its provision for such pupils**

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress

- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

### **2.3b SRMS's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress tracked a minimum of three times per year. In addition to this, pupils with special educational needs may have more frequent assessments to monitor progress. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

### **2.3c SRMS's approach to teaching pupils with special educational needs**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching, mentoring, small group teaching, use of ICT software learning packages.

### **2.3d How SRMS adapts the curriculum and learning environment for pupils with special educational needs**

At SRMS we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

<https://www.kelsi.org.uk/special-educational-needs/special-educational-needs/the-mainstream-core-standards>

### **2.3e Additional support for learning that is available to pupils with special educational needs**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are some resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource

for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

### **2.3f How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs**

We aim to offer all clubs, trips and activities to all pupils at SRMS regardless of their AEN. Where reasonably practicable the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

### **2.3g Support that is available for improving the emotional and social development of pupils with special educational needs**

At SRMS we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. PSHE, tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we may also provide the following e.g. access to counsellor, mentor time, external referral to CAMHs or ChYPS, time-out space for pupil to use when upset.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

## **3. The name and contact details of the SEN Co-Ordinator**

The designated senior leader for SEN is Mr D Thomas.

The AENCo at SRMS is Ms A Carnt, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Ms A Carnt is available on 01304 610200 or [a.carnt@srms.kent.sch.uk](mailto:a.carnt@srms.kent.sch.uk).

## **4. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

As part of our Continued Professional Development, SRMS staff receive awareness training in identified areas of SEN, most recently Autism and Asperger's.

Where a training need is identified beyond this we will research a provider to deliver it. The cost of training may be covered by the notional SEN funding or another available source.

## **5. Information about how equipment and facilities to support children and young people with special educational needs will be secured**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will aim to purchase it using the notional SEN funding, or seek help from external agencies. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

## **6. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at SRMS are formally invited to discuss the progress of their children on at least one occasion during the school year. They receive assessments and a written report throughout the year. In addition we invite parents to request a meeting outside these times. If following this normal provision improvements in progress are not seen, we may contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil may be identified as having special educational needs because special provision is being made and the parent will be invited to planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

## **7. The arrangements for consulting young people with special educational needs about, and involving them in, their education**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

## **8. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

Complaints about provision for SEN should follow the usual SRMS complaints procedure. However, we encourage parents to discuss their concerns with the AENCo or senior member of staff to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

**9. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

The governing body liaises closely with school staff and promotes and supports engagement KCC Integrated Children's Services for access to additional and specialist services.

**10. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**

Kent Parent Partnership Service (KPPS) Information Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

**HELPLINE:** 03000 41 3000

**Office:** 03000 333 6474 413000 and

**Minicom:** 0300 333 6484

**E-mail:** [kentparentpartnershipservice@kent.gov.uk](mailto:kentparentpartnershipservice@kent.gov.uk) iask@kent.gov.uk

<http://www.kent.gov.uk/kpps>

**11. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At SRMS we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. For more vulnerable pupils, additional transition visits will be arranged as deemed appropriate for each individual.

For pupils leaving our school we will facilitate and advise on organising and selecting the next setting and/or provide additional information to the next setting as deemed appropriate,.

**12. Information on where the local authority's local offer is published**

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs#> and parents without internet access should make an appointment with the AENCo for support to gain the information they require.